B-1: Set big goals

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Adjust and differentiate your goal to make it work for your students

Before you started teaching you created an ambitious and feasible big goal based on the curriculum and historical data. Now, you will make sure you are truly pushing each of your students towards ambitious academic gains by tailoring your goal (both your numerical "quantitative target" and your prioritized learning goals) to your class as a whole and subsets of students.

Your specific approach will vary with the type of goal you have, but in any case, you will follow the same three steps to make sure that you are aiming for the right numerical goal and prioritized course-level, pre-requisite and enrichment learning goals for your students. This will prevent you from wasting valuable instructional time by teaching content that students are not ready to learn.

1. Analyze diagnostic results.

2. Adjust the quantitative target and prioritized learning goals by adding pre-requisites to meet your class's needs as a whole.

3. Differentiate your quantitative target and your set of prioritized pre-requisite, course-level and enrichment learning goals, or both, to meet the needs of subsets of students.

- *An important note about differentiation for gap-reduction and mastery goals*: Differentiating your goal for subsets of students will help to ensure that you're truly pushing each of your students towards ambitious academic gains. However, if your instructional plans are not also differentiated, it may not be feasible for your students to reach their differentiated goals. For that reason, before differentiating your goal, you should consult with a mentor to determine if you are ready for the advanced skill of differentiating your instruction. If not, you should not differentiate your goal, but stop at the "Adjust" step to ensure that your goal is ambitious and feasible for you and your students.

Growth Goals	
Analyze diagnostic results.	Create or obtain a diagnostic assessment that measures students' incoming readiness for the course, then administer and grade it, and enter the resulting data onto a tracker. (For more information on creating or obtaining assessments and trackers, visit the P-1 page. For more information on tracking assessment results, visit the E-6 page.)
Adjust your goal for your whole class	Adjust your whole class target – with caution!
Set an ambitious and feasible goal for your whole class by adjusting	**In most cases, do not change your initial growth target**. 1.5 years of growth in elementary grades and 2 years of growth in the secondary grades is appropriately ambitious and feasible.

B-1: Set big goals

your target and prioritized learning goals.	1.5 to 2 years of growth represents a significant amount of growth that will help catch students up to their peers.
	Adjust your class's prioritized learning goals by adding pre-requisites that will set them up to master their core set of learning goals.

	Identify each student's starting level and ending level based on their performance on the diagnostic. For example, if you are teaching 1st grade, you may have some students who are starting at a pre-K level and who will grow to a 1st grade level, and some who are starting at a 1st grade level, who will grow to a 3rd grade level.
	
	• **Identify a core set of learning goals** that all students, regardless of their starting level, need to master to reach their 1.5 to 2 years of growth.
	
	• **Identify pre-requisites that will most set students up to master that core set of goals.**
	
	• Then, identify **your whole class's incoming mastery of those prioritized pre-requisites** by placing them in three categories.
	  a) pre-requisites that are strengths and will not hold us back from mastering our core set of goals (students have averaged 80%+ on these)
	  b) pre-requisites that students have some command of but may hold us back and will likely need to be reviewed (students have averaged 70-79% on these)
	  c) pre-requisites that students have little to no command of and will need to be re-taught in order for us to reach our goal (students have averaged 69<% on these).
	
	• **Internalize** pre-requisites that fall under (b) or (c)
	
	• **Add pre-requisites** that fall under (b) or (c) to the core set of learning goals.
	
	• Now that you've analyzed diagnostic data for the class as a whole, and adjusted your class-wide goal appropriately, you are ready to make your goal truly ambitious and feasible for all of your students by differentiating it according to their different starting points.

Differentiate your goal for individual students. Because your students will have different starting points (as your diagnostic data will surely show),	Differentiate your target.
	Growth targets are automatically differentiated since each student will grow from his/her starting level to an individualized ending level.
	Differentiate sets of prioritized course-level learning goals and pre-requisite learning goals.

B-1: Set big goals

you will have different quantitative targets and sets of prioritized course-level learning goals, pre-requisites and enrichment learning goals for different students.	**Identify prioritized learning goals for all grade levels** that you aspire for your students (e.g., course-level learning goals for 1st grade through 4th grade). **Identify pre-requisites** required to master learning goals for all grade levels that you aspire for your students (e.g., pre-requisites for course-level learning goals for 1st grade through 4th grade). To so consult: ○ Colleagues: Veteran teachers, department chairs, etc. ○ Learning goals for the previous year (s) - Then, identify **each students' incoming mastery of those prioritized pre-requisites** by placing them in three categories. a) pre-requisites that are strengths and will not hold us back from achieving our goals (students have averaged 80%+ on these) b) pre-requisites that students have some command of but may hold us back and will likely need to be reviewed (students have averaged 70-79% on these) c) pre-requisites that students have little to no command of and will need to be re-taught in order for us to reach our goal (students have averaged 69<% on these). **Internalize** pre-requisites that fall under b) or c) (average student mastery is less than 70%) **Individualize** each student's set of learning goals and pre-requisites based on where they started and where they will end up.
Example: 2nd grade This teacher discusses how she prioritized and internalized learning goals based on her students' starting levels.	*"Part of my big goal is that my students would grow 2 years in reading. Because my diagnostic data helped me understand exactly where my students were starting, I now have a more clear vision of our ultimate destination. Since I know where each of my students is starting, I can set an absolute target for each student for the end of the year.* *By itself, the technical goal doesn't have much meaning. (It's one thing for me to say that my students are now reading at a kindergarten level and will be reading like second graders by the end of the year, but if that's really going to happen, I need to know the specific knowledge and skills that I will need to build to get them from one level to the next.)* *When I was getting to know my learning goals, I really developed an understanding of what students reading at the second grade level should know and be able to do. However, now that I've found out that several of my students are coming in far below grade level, I'm going to have to learn more about what aspects of reading they can and can't do so that I can add these achievement targets to my big goal. If I'm going to reach the goal, I must understand the progression of skills they need to improve their reading ability.* *Since I have already interpreted what the diagnostic scores meant in terms of skill level, I can now go back and figure out which of these are not already in my big goal. For example, I found out that most of my students do not have strong phonemic awareness – they cannot hear or identify sounds in language. I had not originally included some of these foundational skills in my big goal achievement targets, and now I will need to add them so that my big goal includes a complete list of achievement targets for my*

B-1: Set big goals

	students."

Gap-reduction Goals	
Analyze diagnostic results.	Create or obtain a diagnostic assessment that measures students' incoming readiness for the course, and enter data onto a tracker. (For more information on creating or obtaining assessments and trackers, visit the P-1 page. For more information on tracking assessment results, visit the E-6 page.)
Adjust your goal for your whole class Set an ambitious and feasible goal for your whole class by adjusting your target and prioritized learning goals.	Adjust your whole class target – with caution! Because your original gap-reduction target was based on historical data from excellent teachers, it will in almost all cases continue to be appropriate for your class, regardless of what you find from your diagnostic data. You might change that target is if you have found: • your school performs well below or well above those state averages that you used to set your initial goal. • you have started to teach special education. • you have started to teach the gifted and talented, or accelerated learners at your school. If your diagnostic data suggests that you should raise, or in extremely rare cases, lower your initial gap-reeducation target bar, consult with colleagues before making a decision
	Adjust your class's prioritized learning goals by adding pre-requisites that will set them up to master their learning goals.

	• Identify **students' incoming mastery of prioritized pre-requisites** by placing them in three categories.
	  a) pre-requisites that are strengths and will not hold us back from achieving our goal (students have averaged 80%+ on these)
	  b) pre-requisites that students have some command of but may hold us back and will likely need to be reviewed (students have averaged 70-79% on these)
	  c) pre-requisites that students have little to no command of and will need to be re-taught in order for us to reach our goal (students have averaged 69<% on these).
	
	• **Internalize** pre-requisites that fall under (b) or (c)

B-1: Set big goals

	Add pre-requisites that fall under (b) or (c) to the list of learning goals you prioritized in your initial goal. - Now that you've analyzed diagnostic data for the class as a whole, and adjusted your class-wide goal appropriately, you are ready to make your goal truly ambitious and feasible for all of your students by differentiating it according to their different starting points.
Differentiate goal for subsets of students. Because your students will have different starting points (as your diagnostic data will surely show), you will have different quantitative targets and sets of prioritized course-level learning goals, pre-requisites and enrichment learning goals for different students. ***An important note about differentiation***: Differentiating your goal for subsets of students will help to ensure that you're truly pushing each of your students towards ambitious academic gains. However, if your instructional plans are not also differentiated, it may not be feasible for your students to reach their differentiated goals. For that reason, before differentiating your goal, you should consult with a mentor to determine if you are ready for the advanced skill of differentiating your instructional plans in pursuit of differentiated goals. If not, you should not differentiate your goal, but stop at the "Adjust" step to ensure that your goal is ambitious and feasible for you and your students.	Differentiate your target.
	Increase the highest subset's achievement targets. You may decide to aim for above-average for some students. However, we strongly caution against lowering the average achievement target for any student.
	Differentiate sets of pre-requisites that will set them up to master their learning goals, course-level and enrichment learning goals for subsets.
	- First, cluster students into subsets based on their starting points. - Then, identify each subset of students'' **incoming mastery of prioritized pre-requisites** by placing them in three categories. a) pre-requisites that are strengths and will not hold the subset back from achieving our goal (students have averaged 80%+ on these) b) pre-requisites that the subset may have some command of but may hold us back and will likely need to be reviewed (students have averaged 70-79% on these) c) pre-requisites that the subset may have little to no command of and will need to be re-taught in order for us to reach our goal (students have averaged 69<% on these). **Internalize** additional pre-requisites that fall under b) or c) (average student mastery is less than 70%) **Add additional pre-requisites** that fall under b) or c) (average student mastery in the subset is less than 70%) to your prioritized learning goals and pre-requisites for the class as a whole, **or delete pre-requisites** that fall under category a) for a particular subset. **Add enrichment learning goals** for students with higher incoming mastery of pre-requisites in order to truly push them forward.

B-1: Set big goals

Example: 7th Grade Mathematics This teacher discusses adjusting and differentiating the big goal after administering a diagnostic.	*"In my original goal, I used the gap-reduction method to identify a target scale score for my students. In order to close the gap by half between students in my placement school and those of their more affluent peers in the state, I needed my students to earn an average scale score of 2103, which is just above the state average. I have motivated my students around the idea that we're all aiming to meet the learning goal.* *Now that I have diagnostic information, I see that this goal is probably not at the right intersection of ambitious and feasible for all of my students. This doesn't surprise me; I expected to set individual targets so that each student was working on something that was appropriately challenging and realistic reach. I have two students who are performing at a significantly higher level than the rest of the class. After reviewing data with a second-year corps member whose students made great progress last year and looking at these students' scores on previous standardized tests, I believe it's ambitious and feasible that they close the gap by 90% between themselves and their more affluent peers. I have another group of students who could easily reach the state average, and I think it's a more appropriate challenge to have them seek to reach the "commended" level. For my other students, I am going to keep their targets at the state average. This is going to be slightly more of a stretch for my lowest-performing students, but I believe it's feasible and will be a motivating vision for them. I realize I'm going to have to build in additional strategies for remediation for this group.* *Also, when I look back at the achievement targets I had set for my Big Goal, I realize that I'm going to have to add additional targets based on the missing pre-requisite skills my students will need in order to master the grade level work. When I listed the skills required for my big goal, I organized them into categories. I went back through the skills I had listed and figured out where there were areas that I felt like weren't covered by the existing targets. For example, in the first category, "number sense and operations," they actually seem to have mastered a lot of the first thing on the list: "Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line." But I'm concerned that one of the skills that my diagnostic suggested that they need review of is "Identifying symbols or words that represent fractions." Since the rest of the skills in the first category seem to be based on the idea that students really understand what a fraction is and what it represents, they may struggle if that understanding is weak, so I added that in as a new achievement target. The next three things on my "needs review" list are actually already included as targets already, so I don't need to add them. At the end, though, I worried that the whole list of geometry targets seems to assume that they have a solid knowledge of shapes, but my diagnostic results said that the students aren't that solid in recognizing all their shapes, so I added that to the list as well. Then I did the same thing with all of the skills listed in my "weakness" category: I added those that weren't included or where it seemed like the targets would assume you had already mastered one of skills they are weak in, but if it was already covered by a target on the list, I left it off.* *In the end I felt like my Big Goal was now pretty complete. Based on the information I had gathered, I now had a clearer idea of what was possible for my students, I knew what additional skills I was going to have to make time for*

B-1: Set big goals

TEACHFORAMERICA

	in my long-term plan, and I have a clearer sense of individual student targets."

Mastery Goals	
Analyze diagnostic results.	Create or obtain a diagnostic assessment that measures students' incoming readiness for the course, and enter data onto a tracker. (For more information on creating or obtaining assessments and trackers, visit the P-1 page. For more information on tracking assessment results, visit the E-6 page.)
Adjust your goal for your whole class Set an ambitious and feasible goal for your whole class by adjusting your target and prioritized learning goals.	Adjust your whole class target – with caution!
	In most cases, do not change your initial mastery target. Regardless of your diagnostic data, 80% mastery target is an appropriate target for <u>most</u> classrooms. When students can demonstrate mastery of a learning goal four out of five times they encounter it, they have shown, they are ready to move on to more challenging content (which is your goal!) So instead of changing the target, change the number and types of learning goals that you expect students to master—ask yourself "What should my students master 80% *of*?" Your answer will be "My prioritized course-level learning goals—and the pre-requisites that my students need to master to get there." If your diagnostic data suggests that you should raise, or in extremely rare cases, lower the 80% bar, consult with colleagues before making a decision.

B-1: Set big goals

	Adjust your class's prioritized learning goals by adding pre-requisites that will set them up to master their learning goals.

	• Identify **students' incoming mastery of prioritized pre-requisites** by placing them in three categories.
	  a) pre-requisites that are strengths and will not hold us back from achieving our goal (students have averaged 80%+ on these)
	  b) pre-requisites that students have some command of but may hold us back and will likely need to be reviewed (students have averaged 70-79% on these)
	  c) pre-requisites that students have little to no command of and will need to be re-taught in order for us to reach our goal (students have averaged 69<% on these).
	
	• **Internalize** pre-requisites that fall under (b) or (c)
	
	• **Add pre-requisites** that fall under (b) or (c) to the list of learning goals you prioritized in your initial goal.
	
	• Now that you've analyzed diagnostic data for the class as a whole, and adjusted your class-wide goal appropriately, you are ready to make your goal truly ambitious and feasible for all of your students by differentiating it according to their different starting points. To do so, repeat this process of adjusting your list of learning goals for each of your students.

Differentiate your goal for subsets	Differentiate your target.
Because your students will have different starting points (as your diagnostic data will surely show), you will probably want to accordingly set different quantitative targets and sets of prioritized course-level learning goals, pre-requisites and enrichment learning goals for different students.	**Increase the highest subset's achievement targets.** You may decide to aim for above-average for some students. However, we strongly caution against lowering the average achievement target for any student.
	Differentiate sets of pre-requisites that will set students up to master course-level learning goals, course-level and enrichment learning goals for subsets.

B-1: Set big goals

• ***An important note about differentiation***: Differentiating your goal for subsets of students will help to ensure that you're truly pushing each of your students towards ambitious academic gains. However, if your instructional plans are not also differentiated, it may not be feasible for your students to reach their differentiated goals. For that reason, before differentiating your goal, you should consult with a mentor to determine if you are ready for the advanced skill of differentiating your instructional plans in pursuit of differentiated goals. If not, you should not differentiate your goal, but stop at the "Adjust" step to ensure that your goal is ambitious and feasible for you and your students.	• First, cluster students into subsets based on their starting points.
	
	• Then, identify each subset's **incoming mastery of prioritized pre-requisites** by placing them in three categories.
	  a) pre-requisites that are strengths and will not hold the subset back from achieving our goal (students have averaged 80%+ on these)
	  b) pre-requisites that the subset may have some command of but may hold us back and will likely need to be reviewed (students have averaged 70-79% on these)
	  c) pre-requisites that the subset may have little to no command of and will need to be re-taught in order for us to reach our goal (students have averaged 69<% on these).
	
	• **Internalize** additional pre-requisites that fall under b) or c) (average student mastery is less than 70%)
	
	• **Add additional pre-requisites** that fall under b) or c) (average student mastery in the subset is less than 70%) to your prioritized learning goals for the subset and pre-requisites for the class as a whole, **or delete pre-requisites** that fall under category a) for a particular subset.
	
	• **Add enrichment learning goals** for students with higher incoming mastery of pre-requisites in order to truly push them forward.

Example: Secondary Biology This teacher discusses differentiating the goal for students	*At the end of the year, my students will average an 80% on their state assessment. Some students will certainly "beat" this goal, while others may fall a little behind, but it is my goal that we'll have a "class average" of 80%.* *It was incredibly helpful to review my diagnostic data in order to update and make changes to my big goal—it allowed me to deepen my understanding of where my students should be regarding mastery. I have to admit that I was a little disheartened by the results of the diagnostic, but my colleagues reassured me that my students could reach my original big goal so I didn't change it.* *After I administered and analyzed the diagnostic, I noticed that most students had pretty low incoming mastery of some math skills about the metric system and probability that they need to master the prioritized course-level learning goals about genetics, ecosystems and the Earth's history, so I added those pre-requisite remedial learning goals to my list of prioritized learning goals.* *Given my results from the diagnostic, the following subgroups will ensure we reach our class average of 316:*

B-1: Set big goals

	A small group of students who had the lowest incoming mastery of pre-requisites. They must show at a minimum of 80% class mastery for the prioritized learning goals and remedial learning goals. *I have a mid-range group who should be on par to hit at least the goal with remedial learning goals added in and should achieve an 85% mastery of learning goals. This is by far the largest group and includes 42 students from my three classes.* *Finally, I had some students who are coming in completely ready for this year's content. Thus, on the prioritized learning goals, they must show 90% mastery, with the remedial learning goals included they must show 95% mastery. I have also included some enrichment learning goals for this subgroup. This group should show 80% mastery of all enrichment learning goal.. Overall, this group encompasses 13 students from all three classes.*